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ABSTRACT

The study describes the use, popularity, and effectiveness of selected social studies curriculum project materials (CPMs). Five multistate surveys identified 11 CPMs which were judged to be widely used and therefore served as the basis for the study. These included materials from the High School Geography Project, Anthropology Curriculum Study Project, the Carnegie-Mellon Slow Learner Project, and the Asian Studies Curriculum Project. All of the CPMs were for secondary school use. As a first step in the study, all CPMs were classified on the basis of available data as either high or low with regard to use, user liking, and effectiveness. Then they were analyzed according to the Annehurst Curriculum Classification System (ACCS), which provides a means of classifying curriculum materials on dimensions that parallel learner characteristics (i.e., experience, motivation, creativity, verbal expression). Results indicated that the CPMs have had a moderate but positive impact with regard to use by subject area, user liking, and effectiveness in promoting learning. The CPM characteristics tend to be positive on the cognitive and social and low on the perceptual-motor ACCS dimensions. Tables are included which identify the 11 CPMs in the study and show statistical data from the analyses. (Author/AV)

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Analysis of the Nature and Impact of Social Studies Curriculum Project Materials

by

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Analysis of the Nature and Impact of Social Studies Curriculum Project Materials

While the social studies curriculum development activities of the 1960's and early 1970's produced an abundance of new materials, we know relatively little about the nature and impact of these curriculum project materials (CPMs). Available data regarding impact variables such as classroom use, user liking, and effectiveness in promoting learning are fragmentary. Additionally, there are limited data relating the characteristics of the CPMs to their relative impact. Integration of current knowledge regarding impact variables and CPM characteristics would establish a useful data base for future curriculum research, development, and dissemination.

This study is intended to contribute to such a data base by a) synthesizing data regarding CPM use, liking, and effectiveness, b) evaluating CPMs in terms of dimensions that parallel learner characteristics, and c) identifying CPM characteristics that are related to use, liking, and effectiveness.

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Method

Curriculum Project Materials. The CPMs were selected on the basis of their inclusion in multistate surveys of CPM use. It was desired that data not be from geographically limited areas (single states or regions within a state), but

from broader samples more representative of the nationwide audience for which the CPMs were developed. Therefore, only surveys covering more than one state were considered. In addition, only CPMs included in more than one of these surveys were considered.

Five multistate surveys of social studies CPMs were identified (Guenther & Dumas, 1973; Hahn, 1977[a]; Switzer, Lowther, Hanna, & Kidder, 1974; Morrissett, 1975; Turner & Haley, 1975). Of the CPMs surveyed in these studies, 11 were included in at least two of the studies. These 11 CPMs constituted the sample for this study. The titles, developers, publishers, and publication dates of these CPMs are presented in Table 1.

Table One About Here

All of the CPMs are intended for secondary school use with 13 year-old or older learners. Five consist solely of text (print) material (Asian, Justice, Public, Units, People) while six are multimedia packages (APB, Episodes, HSGP, Holt, Patterns, Americans).

For the purpose of analysis, the CPMs were classified on the basis of available data as either high or low with regard to use, liking, and effectiveness.

Use. There are two indices of CPM use provided by the survey data -- overall use and use by subject area. Overall use is the percent of all survey respondents who use a CPM. Use by subject area is the percent of survey respondents in a particular subject area who use a CPM (e.g., percent of sociology teachers using Episodes). The use by subject area index employed here is the highest percent use in any social studies area. For example, if 9 percent of the U.S. history teachers and 20 percent of the government teachers reported using APB, the use by subject area index for APB would be 20 percent.

Use by subject area was considered the more appropriate measure for the purpose of this study. Overall use reflects, in part, the extent to which a subject or course is offered in the schools. Thus, more teachers would be potential users of history CPMs than of behavioral science CPMs. For example, CPMs intended for widely offered and often required courses such as U.S. history and world cultures would be expected to show greater overall use than CPMs intended for less commonly offered courses such as anthropology. Because use by subject area does not confound use with the number of teachers in a subject area included in a survey sample, it was the index of use employed in subsequent analyses.

Use by subject area data wre provided by Switzer et al. (1974) and Turner and Haley (1975). No use by subject area data were available for two of the CPMs (Americans and People). Where data are available from both sources, percent use was determined by averaging the results from the two surveys, weighted according to the number of subject area respondents in each. Thirty-three percent was employed as the cutting score distinguishing high and low CPM use. Thus, the CPMs used by at least one out of three subject area respondents were classified as high and those used less frequently were classified as low.

Liking. Morrissett (1975) and Turner and Haley (1975) provide data regarding users' (teachers') reported liking of the CPMs. In both surveys, users were asked to indicate (1) how well the CPMs worked (or, how often the CPMs worked well) with their students (always, often, sometimes, rarely, never), (2) how the CPMs compared with other social studies materials the respondent had used (much better, better, about the same, worse, much worse), and (3) whether the respondent would recommend the CPMs for use by others (yes, yes with qualifications, no). Responses to the first two items were scored from one to five, and responses to the third item were scored from one to three. (Scores on the third item in Turner and Haley (1975) were converted from a 1-3-5 scoring

format to a 1-2-3 format to enable comparison with Morrissett (1975).) Total scores for the three items have a possible range of 3 - 13 and constituted the measure of user liking, with lower scores indicating greater liking.

Except for the three CPMs for which there were data from only one survey (Units, Americans, People), liking scores were determined by averaging the results from both surveys, weighted according to the number of respondents in each. High or low liking classification was obtained by dividing the CPMs in half, with the five CPMs receiving the lowest liking scores (greater liking) being classified as high and the other six being classified as low. Since all of the CPMs were generally well liked by their users, the high-low liking classification represents relative rather than absolute user liking.

Effectiveness. Studies comparing the CPMs with traditional (TRA) programs in terms of their effects on learning outcomes provided the data for evaluating the effectiveness of the CPMs. No evaluation studies were found for four of the CPMs (Asian, Units, Americans, People).

Following the model of Walker and Schaffarzick (1974), the number of comparisons between CPM and TRA, the direction of test bias (favoring CPM or TRA), and the outcomes (favoring CPM, mixed results or no significant difference, favoring TRA) were noted for each study. In addition, each comparison was

categorized according to the type of learning that was measured. Four categories were distinguished: knowledge acquisition, conceptual understanding, skill demonstration or application, and attitude change.

Each CPM was classified as high or low with regard to effectiveness, depending on whether or not the outcomes of one or more comparisons with a TRA program favored the CPM. Thus, CPMs for which comparisons yielded either no significant differences or outcomes favoring the TRA program were classified as low.

Characteristics of the CPMs. The Annehurst Curriculum Classification System (ACCS; Frymier, 1977) was employed to analyze the CPMs. ACCS was developed to provide a means of classifying curriculum materials on dimensions that parallel learner characteristics. An underlying assumption is that when curriculum materials are classified on dimensions that directly relate to individual learning differences and needs, it becomes possible to maximize the compatibility or match between learner and curriculum material characteristics, resulting in more effective learning.

ACCS encompasses 10 dimensions: Experience, Intellectual, Motivation, Emotion-Personality, Creativity, Social, Verbal Expression, Auditory Perception, Visual Perception, and Motor Perception. Materials are classified as high or

low on each dimension. It is assumed that, generally, learners who are low on a dimension would likely obtain more benefit from materials that are high on that dimension whereas learners who are high on a dimension could profit from materials that are either high or low. For example, a learner who is high on motivation could profit from either high or low motivation materials whereas a learner who is low on motivation would benefit more from materials high on motivation. An exception is the experience dimension; learners who are low on experience would benefit more from materials that are low on this dimension. (The intellectual dimension might be considered another exception, i.e., learners who are low on this dimension would be assumed to need parallel materials. However, matching learners and materials low on the intellectual dimension seems undesirable to the extent that such a match limits learners' opportunities for intellectual growth. The intellectual dimension describes types of thinking, concrete-recall versus abstract-application. Learners who are high on the intellectual dimension could profit from materials that are high or low whereas learners who are low, those who typically do not engage in abstract thinking, would benefit from materials that encourage this type of thought.) Thus, a low rating on the experience dimension and high ratings on the other dimensions are considered desirable characteristics since such materials

would be more likely to provide an appropriate or needed stimulus for learning.

A random sampling of materials from each CPM was evaluated, yielding 10 high or low ACCS ratings for each CPM. (Although there are revised editions of several CPMs, the original published versions were evaluated, since these are the CPMs for which use, liking, and effectiveness data are available.)

To identify CPM-ACCS characteristics related to use, liking, and effectiveness, comparisons were made between the CPMs classified as high and low on each of the impact variables for the total ratings across the 10 ACCS dimensions and the ratings for three categories of ACCS dimensions: cognitive (experience, intellectual), social (motivation, emotion-personality, creativity, social), and perceptual-motor (verbal expression; auditory, visual, and motor perception).

Results and Discussion

Use, Liking, and Effectiveness. The percent use by subject area of the CPMs is presented in Table 2. Of the nine CPMs for which use by subject area data were available, three were used by more than one-third of the subject area respondents, and only two were used by less than one-fifth of the subject area respondents. These results do not support the contention that the CPMs have had minimal impact on classroom

practice (e.g., Haas, 1977; Jarolimek, 1973). It appears that the CPMs are more widely used, at least in the subject areas for which they are most relevant, than has often been suggested.

Table Two About Here

Indirect evidence regarding the extent of CPM use can be derived from publishers' decisions to publish revised editions. As of 1977, revised editions of five of the CPMs had been published (APB, Holt, Justice, Americans, People). To the extent that the decision to publish a revised edition implies substantial prior use as well as anticipated sales, it appears that the CPMs have had at least moderate impact.

The user liking scores for each CPM are presented in Table 3. Generally, the CPMs were well liked. Users reported that the CPMs worked well and compared favorably with other materials that they had used. Users also indicated that they would recommend the CPMs to others. Apparently, when the CPMs are used, they are well received by their users.

Table Three About Here

The CPM effectiveness data are presented in Table 4, and summarized in Table 5. For those comparisons between CPMs and TRA programs where the results clearly favored one or the

other, the CPMs were usually more effective than the TRA programs (24 of 27 comparisons). However, as might be expected, there is a significant relationship between the direction of test bias and the direction of results (χ^2 = 15.55, $p < .01$), with the CPMs being more effective than TRA programs primarily when the direction of test bias favored the CPMs. In general, the CPMs were more effective than the TRA programs in producing outcomes consistent with CPM learning goals and about as effective as the TRA programs with regard to TRA goals.

Tables Four and Five About Here

Effectiveness of the CPMs was not found to be related to the type of learning measured (knowledge acquisition, conceptual understanding, skill, attitude). The direction of test bias appears to be a more important factor affecting the results of comparisons between CPMs and TRA programs than the type of learning that was measured.

The limited number of CPMs for which evaluation data were available precluded meaningful analysis of the relationship between effectiveness and use or liking. The relationship between CPM use and liking was positive but not significant ($r = -.3057$, $p = .22$; since lower liking scores indicate greater liking, a negative correlation indicates a positive

relationship). It is likely that the restricted range of liking scores would attenuate correlations with liking. Additionally, other factors would influence use of a CPM. For example, it appears that external factors play an important role in curriculum materials selection and use (c.f., Hahn, 1977).

CPM-ACCS Characteristics. The high-low classification of the CPMs on the 10 ACCS dimensions is summarized in Table 6. Generally, the CPMs have positive characteristics in the cognitive and social categories. The cognitive ratings indicate that the CPMs tend to assume minimal learner background or experience while encouraging abstract thinking. The relatively high ratings in the social category indicate that the CPMs are likely to be motivating, conducive to the development of positive self-concepts and interpersonal relationships, and supportive of creativity. In contrast, the CPMs rate low in the perceptual-motor category, indicating that they tend not to involve or require visual, auditory, or motor, including verbal, skills. Overall, the CPMs compare favorably with other, largely traditional, social studies curriculum materials for which ACCS data are available (Davis, Frymier, & Clinefelter, 1977), and appear to be appropriate for a wide range of learners, with the exception of those needing perceptual-motor skill practice.

Table Six About Here

Use, Liking, and Effectiveness in Relation to CPM-ACCS Characteristics. The high-low classifications for use, liking, and effectiveness of the CPMs are presented in Table 7. The frequency of the presence (+) and absence (-) of favorable ACCS characteristics for the high and low use, liking, and effectiveness CPMs is presented in Table 8. The frequencies are listed separately for the cognitive, social, perceptual-motor, and total ACCS dimensions.

Tables Seven and Eight About Here

Of the comparisons between the high and low use CPMs for the separate ACCS categories, only the result for the social category approached significance ($p = .10$; an exact probability was used to analyze those comparisons that included an expected frequency of less than five (McNemar, 1962)). However, CPM use was significantly related to the total ACCS ratings across the 10 dimensions ($\chi^2 = 4.03$, $p < .05$). The high use CPMs rated more favorably on the ACCS dimensions, particularly in the social category, than did the low use CPMs. It appears that the CPMs that are more widely used in their subject areas are also those that are more likely to be appropriate for stimulating the learning of heterogeneous groups of learners.

Comparisons of the high and low liking CPMs yielded a significant result for the ACCS cognitive category ($p = .03$). The CPMs that were high on user liking rated more favorably in the cognitive category than did the CPMs that were low on user liking. All of the CPMs classified as high on user liking were low on the experience dimension and high on the intellectual dimension. It appears that materials encouraging abstract thinking without presuming that learners already possess an extensive experience and knowledge background are preferred by teachers. This finding also implies teacher support for the assumption that a low rating on the experience dimension and a high rating on the intellectual dimension are desirable features of curriculum materials.

Comparisons of the high and low effectiveness CPMs yielded a significant result for the ACCS social category ($p = .003$). The high effectiveness CPMs were high on the motivation, emotion-personality, creativity, and social dimensions whereas the low effectiveness CPMs tended to be low on these dimensions. All of these dimensions incorporate participation or interaction factors. Thus, it appears that curriculum materials are more likely to be effective when they actively involve learners in the learning process. However, interpretation of these results should be viewed cautiously given the limited evaluation data for several of the CPMs.

Summary

The new social studies CPMs examined in this study appear to have had a considerable if not overwhelming impact. Although the CPMs have not been as widely used as their developers and advocates would have liked, the currently available data indicate that the published CPMs have been used by a substantial percentage of subject area teachers. While it is not known whether CPM use has increased or declined during the past three years, the publication of revised editions suggests continuing use. That the CPMs are generally well liked by their users and appear to be as or more effective than their traditional counterparts also indicate positive impact.

Classification of the CPMs according to ACCS dimensions revealed that they generally rate favorably on the cognitive and social dimensions and low on the perceptual-motor dimensions. Comparisons of the high and low use, liking, and effectiveness CPMs with regard to ACCS characteristics yielded significant results for use with the total ACCS dimensions, liking with the cognitive dimensions, and effectiveness with the social dimensions. In addition to contributing to a potentially useful curriculum data base, these results lend support to the utility of ACCS for distinguishing meaningful characteristics of curriculum materials.

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Table 1

Curriculum Project Materials (CPMs)

APB	Mehlinger, H. D., and Patrick, J. J. (Indiana Social Studies Development Center) American Political Behavior. Lexington, MA: Ginn and Co., 1972. (1977)[a]
Asian	Michaelis, J. U., and McKeown, R. J. (Berkeley Asian Studies Curriculum Project) Asian Studies Inquiry Program. Palo Alto, CA: Field Educational Publications, 1969.
Episodes	Sociological Resources for Secondary Schools. Episodes in Social Inquiry Series. Rockleigh, NJ: Allyn and Bacon, 1969-1974.
HSGP	High School Geography Project. Geography in an Urban Age. New York: Macmillan, 1969-1970.
Holt	Fenton, E. (Carnegie-Mellon Social Studies Curriculum Center) Holt Social Studies Curriculum. New York: Holt, Rinehart and Winston, 1967-69. (1973-1975)[a,b]
Justice	Law in American Society Foundation. Justice in Urban America Series. Boston: Houghton-Mifflin, 1970. (1974)[a]
Patterns	Anthropology Curriculum Study Project. Patterns in Human History. New York: Macmillan, 1971.
Public	Newmann, F. M., and Oliver, D. W. (Harvard Social Studies Project) Public Issues Series. Columbus, OH: American Education Publications, 1967-1970.
Units	Brown, R. H., and Halsey, V. R. (Amherst Project) Units in American History. Menlo Park, CA: Addison-Wesley, 1970-1973.
Americans	Fenton, E. (Carnegie-Mellon Slow Learner Project) The Americans. New York: Holt, Rinehart and Winston, 1970. (1975)[a]

Table 1 - continued

Curriculum Project Materials (CPMs)

People	Sandler, M. W., Rozwenc, E. C., and Martin, E. D. The People Make a Nation. Boston: Allyn and Bacon, 1971. (1975)[a]

[a]Revised edition.

[b]Holt is a four-year program. In their surveys, Guenther and Dumas (1973), Switzer et al. (1974), and Turner and Haley (1975) did not indicate a specific year or segment of the program while Morrissett (1975) specified Comparative Political Systems (9th grade) and The Shaping of Western Society (10th grade) and Hahn (1977[a]) specified only the former.

Table 2

CPM Use by Subject Area

CPMs	Percent Use by Subject Area[a]
APB	21.69
Asian[b]	7.10
Episodes	36.07
HSGP	29.25
Holt[b]	30.60
Justice[b]	29.70
Patterns	47.17
Public[b]	42.80
Units	8.65
Americans[c]	-
People[c]	-

[a]Based on data from Switzer et al. (1974) and Turner and Haley (1975) unless otherwise noted.

[b]From Switzer et al. (1974).

[c]No data available.

Table 3

Users' Reported Liking of CPMs[a]

CPMs	No. of Users	How Well Worked	Compared With Others	Would Recommend	Total
APB	145	2.28	1.97	1.57	5.82
Asian	51	2.29	2.08	1.54	5.91
Episodes	94	2.13	1.93	1.61	5.67
HSGP	84	2.00	1.81	1.56	5.37
Holt	162	2.44	2.38	1.87	6.69
Justice	85	2.11	2.12	1.42	5.65
Patterns	68	2.06	1.78	1.54	5.38
Public	158	2.05	1.91	1.49	5.45
Units[b]	56	2.00	2.16	1.56	5.72
Americans[c]	15	2.30	2.20	1.70	6.20
People[c]	23	2.20	1.90	1.90	6.00

[a]Based on data from Morrissett (1975) and Turner and Haley (1975) unless otherwise noted. Lower scores indicate greater liking.

[b]Data from Turner and Haley (1975).

[c]Data from Morrissett (1975).

Table 4

Studies of CPM Effectiveness

CPM and Studies	Nature of Comparisons			Direction of Results		
	Grade Level	Type[a]	Test Bias[b]	CPM	Mixed or No Diff.	TRA
APB						
Patrick (1972)	9,12	K	CPM	X		
		S	CPM	X		
		A	CPM		X	
Episodes						
Hering (1972)	11,12	K	CPM		?	
HSGP						
Womack (1969)	7-9	K	CPM		X	
Pratt (1976)	7-12	C,S	CPM		?	
Holt						
Fenton et al. (1969)	9	K	TRA		X	
		K	CPM	X		
		S	?		X	
		S	?		X	
	10	K	TRA		X	
		K	?		X	
		S	?		X	
		S	?		X	
	9-11	S	CPM	X		

Table 4 - continued

Studies of CPM Effectiveness

CPM and Studies	Nature of Comparisons			Direction of Results		
	Grade Level	Type[a]	Test Bias[b]	CPM	Mixed or No Diff.	TRA
Holt - continued						
Myers (1969)	9	K	TRA		X	
		K	CPM	X		
		S	?	X		
		S	?			X
		A	?		X	
	10	K	TRA		X	
		S	?		X	
		S	?		X	
		A	?		X	
	11	K	TRA		X	
		K	?	X		
		S	?	X		
		S	?		X	
		A	?		X	
	12	K	TRA	X		
		K	?	X		
		S	?		X	
		S	?		X	
		A	?		X	
Justice						
Wick (1970)	9	C	CPM	X		
		A	CPM		X	
Harris (1970)	8	K	CPM	X		
		A	CPM		X	
Gentry (1971)	11-12	K	TRA			X
		S	?	X		
		A	CPM	X		

Table 4 - continued

Studies of CPM Effectiveness

CPM and Studies	Nature of Comparisons			Direction of Results		
	Grade Level	Type[a]	Test Bias[b]	CPM	Mixed or No Diff.	TRA
Justice - continued						
LIAS Project (1972)	8-9	K,C	?	X		
		A	CPM	X		
Wick (1973)	7-11	C	CPM	X		
		A	CPM	X		
Patterns						
Report (1972)	10	C	CPM		X	
		S	CPM	X		
		C,S	CPM		X	
Public						
Shaver & Oliver (1964)	7-8	K,C	TRA		X	
		K,C	TRA		X	
		K,C	?		X	
		K,C	?		X	
		S	TRA		X	
		S	TRA		X	
		S	CPM	X		
		S	CPM	X		
		A	?		X	
Levin (1972)	10-12	K	TRA		X	
		K	?			X
		C	CPM	X		
		S	CPM	X		
		S	CPM	X		
		S	CPM		X	

[a] K = knowledge acquisition; C = conceptual understanding; S = skill; A = attitude.

[b] CPM = test biased in favor of CPM; TRA = test biased in favor of traditional program; ? = no test bias or bias uncertain.

Table 5

Summary of Comparisons of CPMs and Traditional (TRA) Programs

Direction of Test Bias	Direction of Results		
	CPM	Mixed or No Difference	TRA
CPM	17	9	0
?	6	17	2
TRA	1	10	1

Table 6

Summary of CPM-ACCS Characteristics

ACCS Dimensions	High	Low	Percent High
Cognitive			
Experience	4	7	36
Intellectual	10	1	91
Social			
Motivation	8	3	73
Emotion-Personality	9	2	82
Creativity	7	4	64
Social	10	1	91
Perceptual-Motor			
Verbal Expression	0	11	0
Auditory Perception	1	10	9
Visual Perception	5	6	45
Motor Perception	0	11	0

Table 7

High-Low CPM Classifications for

Use, Liking, and Effectiveness

CPM	Use By Subject Area	Liking	Effectiveness
APB	L	L	H
Asian	L	L	-[a]
Episodes	H	H	L
HSGP	L	H	L
Holt	L	L	H
Justice	L	H	H
Patterns	H	H	H
Public	H	H	H
Units	L	L	-[a]
Americans	-[a]	L	-[a]
People	-[a]	L	-[a]

[a]No data available.

Table 8

Frequency of the Presence (+) and Absence (-) of Favorable CPM-ACCS Characteristics for the High and Low Use, Liking, and Effectiveness CPMs

Impact Variables	ACCS Characteristics							
	Cognitive		Social		Perceptual-Motor		Total	
	+	-	+	-	+	-	+	-
Use By Subject Area								
High CPMs n = 3	6	0	11	1	2	10	19	11
Low CPMs n = 6	9	3	16	8	1	23	26	34
Liking								
High CPMs n = 5	10	0	15	5	3	17	28	22
Low CPMs n = 6	7	5	19	5	3	21	29	31
Effectiveness								
High CPMs n = 5	9	1	19	1	1	19	29	21
Low CPMs n = 2	4	0	3	5	2	6	9	11